

## **Commission on Higher Education Service Learning Award Winners**

**2011**

### **Independent Institutions**

Columbia College, The Benefit Bank and Columbia College

For this service learning project, students enrolled in the Child and Family Services program established in fall 2010 a Community Resource Center staffed by the students for The Benefit Bank, which provides services to the Eau Claire community of Richland County. In 2011, this Community Resource Center served 77 households and provided \$83,000 in benefits. The Center is open four days a week and over 76 students have participated in staffing this Center since it opened. Currently, a team of three students serve as supervisors while ten students serve as counselors who interview prospective clients and assist them in applying for needed state and federal benefits such as Food Stamps or Medicaid as well as in filing income tax returns and completing the Free Application for Federal Student Aid form. Through this experience, students develop their communication, management, critical thinking, and problem-solving skills while serving the needs of the Eau Claire community.

### **Two-Year Public Institutions**

Tri-Country Technical College, Early Childhood Development's Serve and Learn Project

For this service learning project, students in the Early Childhood Development program collaborated with the Daughters of the American Revolution Pennsylvania Child Care Center in Tamasee-Salem, S.C. to create, implement, and evaluate lesson plans focused on diversity in the infant/toddler, preschool, and school-age classrooms while practicing professional behaviors. In doing so, they practiced what they learned in the classroom while providing professional development to the child care center staff, many of whom only have a high school diploma. As future early childhood professionals, this opportunity provided a very functional and practical learning experience for these students.

### **Four-Year Public Institutions**

Francis Marion University, Tutoring and Mentoring in Literacy Instruction

For this service learning project, teacher candidates use the knowledge they have acquired through Francis Marion University's education program to provide mentoring and tutoring services to students at two connected Title 1 schools: Latta Early Childhood Center and Latta Elementary School. These services are provided to a select group of secondary students who are repeating a grade and/or have below average scores on Measures of Academic Progress testing in reading and/or writing. Francis Marion University teacher candidates learn various instructional strategies for remediating specific skills in reading and writing in class and are able to implement those strategies while delivering instruction at these schools. Each tutoring session requires the student to develop a tutoring plan based on identified student needs and to create any supplemental materials, approved by both the collaborating teacher and university instructor, to support those identified needs. In addition, teachers at both schools provide mentoring services

and guidance to the Francis Marion University teacher candidates as they work to deliver appropriate literacy instruction in their respective classrooms. It is worth noting that 98% of the teachers who are mentoring these teacher candidates are previous graduates of Francis Marion University which adds another layer of support and/or mentoring.

## **2010**

### **Independent Institutions**

Furman University, Teachers of English for Speakers of Other Language (TESOL) Support through a Latin Civilization Class

For this service-learning project, students enrolled in a Latin American Civilization class receive hands-on experience with the local Hispanic community by supporting TESOL in the Berea public schools by providing individual tutoring to Hispanic students who are struggling academically due to their lack of English proficiency. The college students are partnered with one or several students and work with them at least twice a week for ten weeks. In participating in this project, students learn more about the Hispanic populations living in the Greenville area (Mexicans, Colombians, and Guatemalans) thus understanding Latin American as a set of cultures. In addition, students learn more about immigration issues and many former participants have continued assisting the Hispanic community long after completing the class. For example, one student created an ESOL program for adults at St. Francis Episcopal Church and another student became actively involved in the South Carolina Immigrant Victim Network.

### **Two-Year Public Institutions**

York Technical College, You Are Your Child's First Teacher

For this service-learning project, Early Care and Education students worked with diverse families by planning and hosting a parenting workshop affiliated with Pilgrim's Inn in Rock Hill, SC. The families they assisted were homeless, at risk of being homeless, or having trouble providing for their basic needs. With the parenting workshop, students shared their knowledge of child growth and development, family and community relations, health safety and nutrition, developmentally appropriate practices, and child guidance. As future early childhood professionals, this opportunity provided a very functional and practical learning experience for the 40 students who participated in this project.

### **Four-Year Public Institutions**

Clemson University, Water System Design for Cange, Haiti

This service-learning project was initiated in September 2008 by students seeking meaningful international service learning opportunities. The project provided hands-on experience with the profession of civil engineering as students traveled to Cange to design and implement a new clean water distribution system. When the project began, the water system of Cange was originally designed to provide water to 2,000 residents, but the city had 8,000 residents and no water treatment facility, which resulted in many pathogens in the water system. The students designed a water treatment system and facility using UV disinfection and cartridge filtration, community water stations, a new

pump house, and piping systems that would carry water up the mountain. The 24 students participating in the project have also taken on the responsibility of raising funds to complete the water treatment system and facility and raised almost \$10,000 in 2010.

## **2009**

### **Independent Institutions**

Furman University, Howard Hughes Medical Institute (HHMI) Mentors Advancing Science Education and Wellness in Urban Greenville Schools.

For this program, students enrolled in the HHMI-BRIDGES science education program mentor local school children (grades K-8) who have been identified as at-risk but have also demonstrated significant aptitude or interest in the sciences. These students majoring in math or science apply the knowledge and strategies they have learned in their coursework to increase the secondary students' academic performance. Approximately 40 students participate in this program each year.

### **Two-Year Public Institutions**

Greenville Technical College, Gerontology Certificate Service Learning Projects.

For this program, students enrolled in the Gerontology and Death and Dying courses fill a community need by providing socialization and meaningful activities for low-income elderly with mild to moderate dementia, elderly in adult day care settings, and elderly residing at a local hospice house. Approximately 20-30 students participate in this project each year.

### **Four-Year Public Institutions (tie)**

Clemson University, a.LINE.ments Project

This project is an undergraduate and graduate design studio course in which students develop real projects from the preliminary design stages of research and analytic work through conceptual design/planning to public presentation while serving communities around the state. For example, in Fountain Inn, SC, students' conceptual design work for a downtown park and streetscape helped the City to garner more than \$1,000,000 in grant monies. In addition, the Kershaw Community Park Council saved their community park by using work completed by the students that convinced the city council that the park could be reinvigorated. The town has since made a commitment to develop and maintain the park, and local corporations have provided funding for a new recreation center to be built in the park.

Winthrop University, York County Hunger Outreach Project

This project engaged the entire freshman class in a first ever campus-wide shared project to combat local hunger by providing food and services to York county residents suffering from poverty and hunger. Students enrolled in the first-year seminar course applied leadership, time-management, social, and other skills learned in class while participating in the project. Approximately 1200 freshman and 500 upperclassmen participated in this project. Through hands-on experience, students developed their capacity to work in teams toward a shared goal, achieved a personal sense of their ability to make a difference for

those less fortunate than themselves, and began to establish lifetime habits of community service.

## **2008**

### **Independent Institutions**

#### **Voorhees College, Student Volunteer Income Tax Program**

This program provides tax services to senior citizens of the Bamberg County area free of charge. Junior and senior level students who have successfully completed Accounting Tax One and Two are encouraged to participate in this program. These students obtain hands-on experience while they apply theory from the classroom to practice in a social environment. On average, each student is supervised while completing 45-50 senior citizens' personal tax returns. The project targets low income senior citizens who would forego filing without this service, thus losing possible refund benefits.

With this program, students are able to connect theory to practice as they identify and correct errors with the guidance of the program's manager. Students come away with a holistic learning outcome far beyond their peers who do not have the same opportunities to serve and learn by applying classroom learning through community outreach.

### **Two-Year Public Institutions**

#### **Greenville Technical College in Partnership with the Medical University of South Carolina, Lessons of the Heart**

This project is a great example of collaboration. MUSC dental students rotate through the Greenville Technical College clinic to treat patients in need with the assistance of the GTC dental hygiene and dental assisting students. With this program, both the MUSC dental students and the GTC dental hygiene and dental assisting students get hands-on learning that cannot occur in a simulation laboratory. In addition, these students are able to provide services to adults and children in need because the program targets those who are uninsured, underinsured, or not eligible for Medicaid.

Approximately 60 associate level dental hygiene, 34 diploma level dental assisting, and 50 senior doctoral-level dental students participate in this project each year. During the Fall semester, the clinic was open for four half days per week and served 12-15 patients per week with total services valued at over \$5,000 a week (based on what the services might cost in private practice).

### **Four-Year Public Institutions**

#### **Francis Marion University, Advancing Rural Community Health (ARCH) Program**

For this program, FMU students assist rural community health providers and are directly involved in health screenings. ARCH primarily serves three rural counties in northeastern South Carolina: Marion, Marlboro and Williamsburg. The medical screenings, which consist of height, weight, blood pressure, blood sugar and lab work to check cholesterol, liver and kidney function, are free and open to the public. Diabetics also receive an additional test which measures the adequacy of diabetic control over the

previous three to four months. These screenings take place in churches, schools, community centers, and other appropriate locations. The program targets the poor and underserved and the median income of the over 1000 patients screened in 2008 was \$20,000 - \$24,999.

The ARCH program places students in settings where they have a direct role in delivering services and these students learn patient interviewing, diagnostic testing, medical record keeping, data collection, and research skills while providing services to ARCH patients. The program is open to junior- or senior-level students. The program recruits students majoring in biology, psychology, nursing, education, and sociology, but all students are eligible to participate.

## **2007**

### **Independent Institutions**

Newberry College, Grant Homes Youth Development Project

This campus-wide program aims to improve the lives of over 300 children who reside in the Grant Homes Community, which is a subsidized apartment community operated by the Newberry Housing Authority. To help these children, this project includes several activities such as: after-school tutoring, field days (three Saturdays a semester, Newberry College students organize activities in the gym and on the playground), sports clinics, a video project, and a holiday gift program. Time spent at Grant Homes involves lessons about identifying community problems, initiating steps to resolve problems, and being able to design and implement an action plan.

### **Two-Year Public Institutions**

Trident Technical College, The Charleston Clemente Courses Project

This program offers free college-level humanities courses to homeless and disadvantaged individuals in the Charleston area, with the idea being that abstract, critical thinking skills can provide these individuals with the tools needed to escape multi-generational poverty. Student success rate for this program is 65% compared to the national average for Clemente classes, which is 50%.

Trident students are involved in a wide range of support and fund-raising activities for these students, some of which have changed the campus culture (e.g. The Clemente Players theatre project). Students from the College of Charleston also participate in the project.

### **Four-Year Public Institutions**

Clemson University, Client-Based Writing Program

For this program, more than 2300 students have produced communication deliverables that help non-profit agencies and other clients raise funds, educate the public, improve operations and serve the community.

The program has produced more than 700 communication deliverables including:

- an employee manual to train workers and streamline operations at the Anderson Free Clinic

- a website encouraging donations for Habitat for Humanity
- a grant proposal to support the creation of Blue Ridge Field, a community recreation area to be used by Code Elementary school, a low-income housing complex and an assisted living facility.
- a marketing plan to help Upstate South Carolina Red Cross educate the public about the use of CPR and defibrillators.

This program exposes students to the complexities of real workplace writing situations requiring them to conduct research and contribute effectively as a team.

## **2006**

### **Independent Institutions**

Benedict College, PLUS (Preparation for Leadership and Unity through Service) Day

This program, part of Benedict College's required Service Learning program for students, involves approximately 200 students a year in community-oriented projects. The students, primarily freshmen and sophomores, work with faculty to prepare a plan of action linked to community needs identified during community activities. On PLUS day itself, the students put their preparation into action through such activities as partnering with churches to feed the homeless and community clean-up. The activities also draw in students from other institutions and K-12 schools.

### **Two-Year Public Institutions**

Midlands Technical College, Marketing Plan for the Village of Hope Community Development Corporation

The program uses a Marketing 101 course to involve students in developing a marketing plan to meet current and future needs of the Village of Hope Development Corporation, a grassroots community development and improvement organization. The 27 students in the class developed a marketing plan for this statewide organization to include action plans for contacts with 250 businesses and organizations. These plans include contact information and an analysis of common goals to support fund-raising activities. At the end of the course, a comprehensive plan was presented to the Village of Hope Corporation.

### **Four-Year Public Institutions**

The Citadel, The "Buddy Program"

Pairs 160 to 220 student participants per year with "Buddies" to fill the need in the community for young adults willing to mentor, provide modeling and friendship, and expand the activity options for people with disabilities whose social/recreational skills and opportunities are severely limited. The program has a long waiting list of community members anxious to participate in such activities as Unified Sports, Special Olympics and Buddy Dances.

## **2005**

### **Independent Institutions**

Furman University, “Ladies of Distinction – Beck Academy”

“Ladies of Distinction” is an effort to identify high-risk female students in a middle school located in a low-income community. Twenty-four Furman students volunteer to work with adolescents in the middle school, establishing meaningful relationships while serving as mentors for young adults.

### **Two-Year Public Institutions**

Florence-Darlington Technical College, “Storm Drainage for the Presbyterian Home in Florence, SC”

Ground conditions in the Presbyterian Retirement Home did not allow drainage. Water “ponding” after each rain was considerable, preventing the elderly from walking or utilizing the courtyard. The Civil Engineering Technology students used their technical skills to build a storm sewer.

### **Four-Year Public Institutions**

MUSC, “Crisis Ministries Homeless Shelter Medical Clinic”

The Crisis Ministries Medical Clinic is a university-wide program that is led by College of Medicine students and faculty advisors. Each year approximately 140 medical, pharmacy, nursing, and physical therapy students volunteer their time at the clinic to assist in patient care.

## **2004**

### **Independent Institutions**

Claflin University, “Peer Power to Decrease the HIV/AIDS Epidemic”

Since 1999, the director of Counseling at Claflin University and 40 peer educators have been actively addressing the problem of the growing HIV/AIDS epidemic in surrounding communities, particularly in the Greater Orangeburg area. These “Peer Power” students are trained by HIV/AIDS experts and assist in the delivery of HIV/AIDS curriculum modules in several required undergraduate courses. They also collaborate with faith-based organizations in the community and assist various community advisory councils in raising HIV/AIDS awareness.

### **Two-Year Public Institutions**

Midlands Technical College, “SCDA Columbia Site: Give Kids A Smile Day”

“Give Kids A Smile Day” is a nationwide event that is part of the American Dental Association’s effort to improve access to dental care for low-income families. In February 2003 and February 2004, the South Carolina Dental Association enlisted the help of volunteer dentists and the Midlands Technical Colleges’ Allied Dental Education faculty, students, and staff to host the Midlands “Give Kids A Smile Day.” Together, these two one-day clinics in 2003 and 2004 provided free dental care to nearly 200 children, with services valued at \$25,000.

**Four-Year Public Institutions**

Clemson University, "Focus on Prevention: A Diabetes Self-Management Training Initiative"

The primary goal of this project, initiated in 1999, is to provide health education and care to underserved populations, the uninsured, and the elderly who have special health care needs due to Type 2 diabetes. It has included faculty and 150 students from Clemson University, South Carolina State University, Tri-County Technical College, and Spartanburg Technical College and has provided free diabetes management clinics in Oconee, Spartanburg, Anderson, and Orangeburg counties. Students involved in the project gain "real life" experience working with underserved populations and have an opportunity to develop patient interviewing and counseling skills as well as transfer practical application skills from the classroom to a clinical setting.

**2003****Independent Colleges**

Wofford College, "Advanced Spanish in a Community-based Setting"

**Two-Year Public Institutions**

Midlands Technical College

**Four-Year Public Institutions**

University of South Carolina, College of Law, The Pro Bono Program

**2002\*****Two-Year Public Institutions**

York Technical College, "Summer Dental Care Clinic"

**Four-Year Public Institutions**

Clemson University, "Joining Wisdom with Youth: Computer Skills Development Through Intergenerational Service Learning"

**2001\*****Two-Year Public Institutions**

Piedmont Technical College, Grow With Gardening

**Four-Year Public Institutions**

Clemson University, Clemson Elementary Outdoors

\*No Award for Independent Institutions. Awards for Independent Institutions were added in 2003.